

Flagler Schools

# Flagler Palm Coast High School



2017-18 Schoolwide Improvement Plan

# Flagler Palm Coast High School

5500 E HIGHWAY 100, Palm Coast, FL 32164

www.flaglerschools.com

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2016-17 Title I School</b></p> <p>Yes</p>	<p><b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>67%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>42%</p>

## School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	B	C	B*	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan is pending approval by the Flagler County School Board.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Flagler Palm Coast High School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

##### b. Provide the school's vision statement.

At Flagler Palm Coast High School we come together as a team to implement strategies, interventions, and build relationships that help everyone remain Focused, come to school with a positive Purpose, and stay Committed each day.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Flagler Palm Coast High School has several opportunities for students to express their cultural background and build relationships. One specific opportunity is our "Freshmen Success" course that virtually all freshmen take their first semester at FPC. Within this course freshmen students experience several lessons and units on diversity, empathy, and conflict resolution. FPCHS also connects students to the African American Mentoring Program (AAMP), where they receiving mentoring from community members.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Flagler Palm Coast High School all staff and students are expected to follow our "Bulldog Expectations:" Be Respectful, Be Responsible, Be Safe and Be Engaged. These "expectations" are the guiding principles of Flagler Palm Coast High School, which are visibly listed throughout the school and are recited daily by staff as well as students, clubs and teams. These guiding principles, providing that each individual on campus is following these expectations, will make FPC a safe and respectful learning environment that will prepare students for not only the immediate, but also, future success.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

As mentioned previously, Flagler Palm Coast High School embraces the expectations of being Respectful, Responsible, Safe and Engaged. These established expectations promote a safe and positive learning and working environment. All district and school policies can be found online at the school website or in hard copy in the main office. All students and staff are verbally briefed on new policy and remaining procedures during back to school meetings and orientations.

Faculty and staff receive yearly training on how to properly handle disciplinary incidents. This includes using the MTSS behavioral tracking forms on students and following disciplinary protocol. The faculty receives a training on behavioral expectations at Flagler Palm Coast High School.

Students will be informed of both behavioral expectations and disciplinary incidents. All freshmen and new students will attend an orientation before the start of school. During this orientation the students will learn about the expectations of being a bulldog. The second day of the school year, all students will receive a presentation from the dean’s office and the PBIS team. During the presentations, students will be given reminders of the expectations at Flagler Palm Coast High School and learn how they can earn rewards for being positive role models at school.

Flagler Palm Coast High School will continue to develop and improve our PBIS program. This year, the PBIS team will be creating a monthly lesson for our teachers. This lesson will be tailored around be students being Focused, having a Purpose, and be Committed. Students began the year by setting their yearly SMART goal and will continue to receive support to reach those expectations.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

All students are assigned to a guidance counselor who works to meet with all students and is cognizant of emotional and social needs. FPCHS’ Student Services team meets weekly, this team consists of: guidance counselors, staffing specialist, assistant principals, deans, school psychologist, school nurse, attendance clerk, registrar and school social workers. Specific students are discussed at these meetings and the team works together to provide as many supports available, to those students. Supports include: mental health counseling, drug counseling, families in transition support, on site school psychologist counseling, as well as connecting them with community mentoring groups such as AAMP and Take Stock in Children (TSIC). In addition to these supports, another layer of mentoring is also in place for FPCHS 12th grade students. All 12th grade students who have a 1.75-2.25 GPA are assigned a teacher mentor to help keep them on track for graduation.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Flagler Palm Coast High School accesses student early warning indicators through an online data warehouse. Through this platform, the following early warning indicators are accessed: attendance, course failures, and behavior incidents. Students that have more than 2 early warning indicators are then targeted for interventions. A team is assembled and decides what supports would benefit the student’s success. Several staff members are involved with the early warning system; graduation coach, assistant principal over MTSS, assistant principal over ESE, guidance counselors, deans, and the entire student services team.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	170	200	216	702
One or more suspensions	0	0	0	0	0	0	0	0	0	117	144	139	133	533
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	254	265	299	257	1075
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	142	96	110	95	443

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	520	538	478	441	1977

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

At Flagler Palm Coast High School we strive to improve academic performance of all students. Extra supports are in place for those students that are identified by our early warning system. These students receive tier 3 interventions in their core classes. These interventions are provided by our support facilitators and our graduation coach.

In regards to students that are identified as having attendance issues, graduation coaches conduct Student Support Team meetings to identify issues that may be interfering with the student coming to school. The Student Support Team meeting includes the graduation coach, guidance, administration, the student and the parent/guardian. The graduation coach ensures that students that have 10 absences in 90 days, or 5 unexcused absences in a month, are set up for a Student Support Team meeting and receive a warning letter about their absences. The graduation coach then continues to follow the progress of the student's attendance, grades and behavior and provide the student with resources necessary to be successful.

FPOCHS will continue to support students with early warning indicators through a mentoring program. This program connects students with faculty and staff on campus, providing them with an extra support to provide academic assistance. The mentors also contact parents/guardians and work to get the students the resources they need to be successful.

New this year is Project Graduation, a program that identifies students that have failed courses and places them in a credit recovery lab. These students are then provided support from their online certified teacher and by the certified proctor in the room during the credit recovery class period. The student also has the opportunity to stay after in a small group tutoring session with a certified teacher. During the after school sessions, students are provided with dinner and transportation home. This also allows those students that may have a hard time getting to campus in the morning, due to work or family situations, the opportunity to work on their classes with a certified teacher.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/452202>.

## 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Flagship programs have been implemented in Flagler Schools that are aligned with the Flagler County targeted industries. FPCHS implemented three initial Flagship Programs; International Baccalaureate (IB), i3 New Tech Academy, and the Aerospace Flagship with Embry Riddle Aeronautical University. These programs include deliberate partnerships with the community.

IB students participate in the Community Problem Solving projects which annually involve local businesses and community members as mentors and resources. i3 is continually facilitating internship partnerships with local businesses such as a student host on the local radio station and the journalism class partnering with the Palm Coast Observer to run the Flagler Schools edition of the paper. In partnership with the Flagler Education Foundation and Embry Riddle Aeronautical University, the aeronautics program has been extended to include middle school participants from BTMS. This group of feeder school participants will engage in an after school aeronautics club, hosted at FPCHS. Middle school students, who participate in the after school aeronautics club, will be prepared, in working with unmanned systems and the uses of the wind tunnel. Thereby, they would be prepared to take aeronautics courses when they reach high school.

FPCHS partners with Coastal Cloud, a technology consultancy, to offer students internships and job opportunities. The school hosts luncheons annually for local organizations such as the Rotary, Kiwanis, and Leadership Flagler to educate and partner with the leaders of the community.

New in the 2017-2018 school year, FPCHS will partner with Bethune Cookman University (BCU). BCU will send instructors to FPCHS to teach on our campus. Students will receive college credit for courses completed on campus at FPCHS.

The FPC Fire Leadership Academy is in its second year. The program has grown from 3 class to 7 classes a year. This partnership allows students the opportunity to train with both Flagler County and the Palm Coast firefighters. Through courses offered in this program, students will become prepared for entry into postgraduate fire academies.

In addition to these partnerships with the community to help keep students engaged in relevant subjects, FPCHS also supports student mental wellness. These supports include: mental health counseling, drug counseling, families in transition support, on site school psychologist counseling, as well as connecting them with community mentoring groups such as AAMP and Take Stock in Children (TSIC). In addition to these supports, another layer of mentoring is also in place for FPCHS 12th grade students. All 12th grade students who have a 1.75-2.25 GPA are assigned a teacher mentor to help keep them on track for graduation

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
	Principal
Bossardet, Robert	Assistant Principal
Collier, Stacia	Assistant Principal
DeAugustino , Philip	School Counselor
Mercado, Shoshanah	Psychologist
Tangney, Roger	Other
Roe, Kiera	Instructional Coach
Perry, Cheryl	Teacher, K-12
Davis, Erin	Administrative Support
Pedro, Jamie	Assistant Principal
Sands, Kerri	Assistant Principal

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Dustin Sims: Dustin oversees Leadership Development. HE supports activities and functions related to managing and developing human capital resources and instilling shared values and beliefs about teaching and learning.

Robert Bossardet: Robert is one of the Assistant Principal’s over Teaching and Learning. Robert oversees and supports activities and functions related to the school’s curriculum and instruction design that guide and ensure teacher effectiveness and student learning. Robert also oversees Math and Science Departments.

Kerri Sands: Kerri oversees Instructional and Operational Innovation. She supports activities and functions related to challenging the 21st century learning environment to personalize learning and provide services that ensure success for all students.

Stacia Collier: Stacia is one of the Assistant Principal’s over Teaching and Learning. Stacia oversees assessment practices that guide and ensure teacher effectiveness and student learning. Stacia also oversees the Reading and ESE Department and is involved in all aspect of both curriculum areas.

Jamie Pedro: Jamie oversees Student and Community Engagement. Jamie supports functions and activities related to community and parental understanding, awareness, and interaction with school within our district. Jamie oversees Discipline and Student Services.

Kiera Roe: Kiera is the Teacher Support Colleague at Flagler Palm Coast High School. She oversees the Bulldog Teacher Induction Program, leads and develops professional learning, and works as an instructional coach.

Phil DeAugustino: Phil is the director of guidance and oversees the academic progress of i3 and iB students.

Shoshauna Mercado: School Psychologist- Student Services Engagement, member of both academic and behavioral TSPT meetings, Trainer of personnel on MTSS process, and counselor/ internationalist for students.

Erin Davis: Erin is teacher on assignment that provides administrative support by developing and facilitating testing schedules, policies and procedures.

Cheryl Perry: Cheryl is the Activities Director at Flagler Palm Coast High School. Cheryl leads the Student Government Association in all events on campus.

Roger Tangney - Roger is the IB and AP Coordinator at Flagler Palm Coast High School. Roger serves as a department head, creates a vision for the program, and recruits and mentors students in AP classes and the IB Program.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Academic: Level one or two on FSA and /or EOC tests, Failure in one or more core classes, teacher recommendations, number of student absences or discipline, all can initiate the MTSS process. Once a student is in the process the TPST meeting is held with staff including: school psychologist, guidance counselors, academic teachers, parents of students, the student and the MTSS representative. Interventions are planned in accordance to the students needs, and to meet Florida State Standards. These interventions can include push in/ pull out academic assistance, mentoring, afterschool tutoring, direct instruction on specific topics, differentiation of instruction, and/or other ways to meet the student's individual needs. Monthly meetings are set up with the MTSS team to review progress of all academic students. Teachers are invited, as needed, depending on the students who are up for review. At these meetings decisions are made on progress, movement between tiers and so on. Teachers have been trained as a whole, by department, and also on an individual, as needed basis, on the effectiveness of MTSS and the different interventions by content area. Progress monitoring, which occurs monthly, and on an individual basis, is documented and turned in quarterly.

Behavior: Students have documentation for every discipline action they receive. When certain types of behavior ie: procedural, behavioral, drug related, and so on, reach a certain limit, ie: 5 or 10 offenses, Tier 2 interventions are put in place with the MTSS behavioral team. This team consists of the school psychologist, behavioral specialist, guidance counselors, deans, parents of students, the student and the MTSS representative. The dean's office, the guidance office, graduation coaches, behavioral specialist, school psychologist, MTSS representative or teacher can assist with these interventions. This data is monitored bi-monthly with fidelity charts at the bi-monthly meeting. At these meetings, decisions are made on progress, movement between tiers, and so on. If progress is not being made, movement to Tier 3 is required. Tier 3 has many interventions that offer different assistance from outside sources such as a group therapy counselor, drug addiction help, behavior modification team, social skills curriculum, and so on, that the students can show progress through the tiers to be successful at FPCHS.

FPCHS will coordinate and integrate all funding sources including federal, state, and local funds and human services to train and support teachers and staff to ensure our students perform at increasing levels of proficiency across core academic areas, stay on track for graduation, and graduate college and are career ready. The funding sources include the following: Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs, CTE; digital literacy programs, data monitoring programs, and job-embedded professional learning.

FPCHS's Principal has provided a common vision for all of our resources including, academic programs, interventions, and support resources to be focused on individual student success to ensure students are college and career ready. Through the formulation of a School-Wide Data Chat Team, FPCHS students, teachers, parents, counselors, mentors, tutors will be provided training on data-based decision-making. Teacher and student learning will be further enhanced through the integration of technology with the support of the Districts' provided range of technology and digital resources. Technology allows students and teachers to use an approach which is "hands on" and relevant to today's learning needs. FPCHS will utilize these resources to immerse our students and teachers in personalized, rigorous, and relevant learning experiences that foster 21st century knowledge and skills across disciplines to ensure college and career readiness.

**Freshman Success:** All FPCHS freshmen students participate in our Freshman Success Transition to High School Program. Beginning in the spring before the freshmen enter high school, the counselors conduct an orientation at the middle school during the day. They meet with small groups of students to provide them with a comprehensive overview of high school, including steps to success beginning with course selection. Guidance then meets one-on-one with students and their parents in the evening to complete the course selection process and personally address parent and student questions and concerns. As a follow-up to these sessions, Student Government Association (SGA) members meet the incoming freshmen during their spring term at the middle school to train them in areas of school success, including how to achieve and maintain a high GPA. Incoming freshmen and their parents also participate in an evening Spring session conducted at the high school. During this session, all students and their parents receive information and are invited to join extra-curricular activities. To encourage the use of technology as an intricate part of student success at the high school level, several curricular programs are presented through an expose' highlighting technology integration across the curriculum. SGA members also conduct campus tours to further acclimate the students and their families to the campus. Prior to the opening of the new school year, a Welcome to FPCHS Freshmen night is also held.

In the 2017-2018 school year, we will be offering a Freshman Success course for all ninth grade students. This course has been strategically developed by a team of teachers so students receive both academic and life skills that will better prepare them for the transition to high school.

During the first week of school, FPC holds "Success Day" as the next step in guiding and supporting our freshman and upperclassmen through the process of transitioning successfully into their new high school environment. All freshmen participate in a grade level workshop, led by an inspirational motivational speaker. While in small groups freshmen participated in three concurrent sessions, a personal campus tour, participating in small group activities, and making the grade/GPA's.

Flagler Palm Coast High School uses a Graduation coach to support students who are struggling to meet graduation requirements. The graduation coach meets with these targeted students, creates a success plan and places them in credit recovery and tutoring.

Content Area meetings are held to address the specific needs of students. Guidance counselors meet with students in the classroom setting about graduation requirements and the course selection process. A major part of the course selection process involves the student reviewing their course selections prior to meeting individually with the counselor. Students have time to make adjustments in their schedule and are encouraged to follow-up with the counselor with questions or concerns.

FPCHS will use its 2016-2017 differentiated Title II site allocation to support ongoing research-based professional development programs involving Florida State Standards, effective instructional practices, Problem Solving through the MTSS -Response to Intervention process, and the effective use of Formative Assessment Data to differentiate and drive instruction. FPCHS teacher volunteers will also participate in district professional development involving Content Area Reading Professional

Development, Learning Focused Strategies, and the Florida Standards. All Title II-funded professional development programs at FPCHS were planned to support student performance needs that are determined by the annual measurable objectives.

All of FPCHS's English language learners (ELLs) are served in mainstream classrooms and receive supplemental services from ESOL endorsed teachers in their mainstream classrooms. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in FPCHS's mainstream classrooms that serve ELLs. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, worksheets, and computer software packages designed to increase ELLs English and academic proficiencies. FPCHS's ESOL lead teacher will attend all District provided workshops and training to acquire training and resources on effective ELL strategies that can be used by mainstream classroom teachers to improve ELL instruction and student achievement. Title III funds will also be used to train our ESOL lead teacher on how to better use computer software designed programs to improve ELL's English and academic proficiencies. Software purchased with Title III funds will be regularly used to supplement mainstream classroom instruction and to increase ELL's academic proficiencies.

FPCHS's student services team will work with the District Student Services Department staff to provide intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, grief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions where necessary, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Our staff regularly participates in district professional development programs on violence and substance abuse prevention. The district's Student Services Department initiated additional instructional programs for issues such as anger management, conflict resolution, and sexual harassment. These instructional programs will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at FPCHS in the 2017-2018 school year.

As part of the district's Food & Nutrition Department, FPCHS's cafeteria staff provides balanced, attractive, well- prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. FPCHS's cafeteria staff provides free and/or reduced-price lunches for our students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program. The district food service will continue to provide nutritional meals to students participating in after school programs or activities at no cost to our students.

Each CTE program, wherever possible, will lead to an industry certification outcome. Instructors have undergone, and will continue to receive professional development training in the areas of industry certification. Class texts have been reviewed and realigned to meet reading grade level expectations and produce industry certification outcomes. Contracts have been negotiated with external testing organizations so that students can take their industry certification tests at FPCHS, if at all possible. Web-based learning packages have been purchased that encourages students to decode, analyze and work on main idea principles within the context of their career area.

Our instructional leadership team, in collaboration with the Teacher Support Colleagues, will implement the reading plan, provide teachers with on-going professional development in reading across the curriculum, and monitoring of student progress in reading.

Graduation Coaches, PBS Team, and Teacher Support Colleagues will assist with all data analysis for MTSS interventions and monitoring and provide professional learning regarding the Florida State Standards and how they relate to student achievement.

Title I will support increased parent involvement through supporting access to guidance personnel and other school resources in settings that are conducive to parent participation and accessibility. Supplemental personnel for reading/language arts, ESE support, and two graduation coaches will be utilized through the Title I grant. The graduation coaches will work specifically with an identified group of students to monitor academic progress and follow up on attendance and discipline concerns, have parent communication, serve as liaisons to ensure outside counseling is provided if needed, guide students toward post-secondary schooling/employment and direct students toward dual enrollment where appropriate. An ESE certified instructor will work with students on career prep and service learning projects to increase engagement, relevance, and interventions, with a goal towards increasing graduation rates for students with disabilities.

Guidance Counselors will participate in collection, interpretation, analysis, and dissemination of data; facilitate development of intervention plans through the Student Study Team process and provide support for intervention fidelity and documentation relating to students being on track for graduation and student development of a college and career plan beyond high school.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dustin Sims	Principal
Dan Sprague	Parent
Rachel Sheffield	Parent
Debra Naughton	Parent
Brandon Seminara	Education Support Employee
Kiera Roe	Teacher
Danielle Galloway	Business/Community
Jennifer Coates	Parent
Janet McDonald	Business/Community
Diane Howes	Education Support Employee
Jamie Pedro	Parent
Baron Pedro	Student
Gladys Torres	Parent
Cathy Cirillo	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

At the first SAC meeting for the 2017-2018 school year we will review the 2016-2017 School Improvement Plan. We will look at data and goals that were previously set, and use this as a guide to develop initiatives for this year's SIP implementation.

*b. Development of this school improvement plan*

The 2017-2018 School Improvement Plan will be presented to the Student Advisory Council for initial review and approval at the first SAC meeting. SAC members then provide their recommendations to FPCHS administration. Throughout the year, SAC will review the progress of 2017-2018 School Improvement Plan and they will provide recommendations to improve implementation of the plan.

*c. Preparation of the school's annual budget and plan*

Flagler Palm Coast High School's annual budget planning begins early in May for the upcoming year. The budget is based on projected enrollment, which is based on previous enrollment at Flagler Palm Coast High School. The budget is pre-populated by the district with existing salaries, including benefits. Projected costs of utilities, home instruction, professional services, and contracted services are given by the district level to populate the budget. The school level bookkeeper collects budgets for each department, as collected and organized by each department head. The bookkeeper and administration then meet with the district level finance department for approval of budget. Any changes to be made are then done at both the district and school level. Final step, budget will be presented to the school board for approval.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

School improvement funds are no longer allocated.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Booth, Kristie	Teacher, K-12
Collier, Stacia	Assistant Principal
Pedro, Jamie	Assistant Principal
Roe, Kiera	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT will focus on providing supports and interventions for students at the bottom quartile, promoting literacy across the content areas, and educating parents on resources available to support student success in advancing their high level thinking and overall academic performance outcomes. The LLT will also work through the MTSS process to provide interventions to students with reading deficiencies.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Over the past five years, FPCHS has developed effective and collaborative Professional Learning Communities. The Professional Learning Communities at FPCHS will continue this year, but the structure of the PLC will change. PLC's will now meet monthly, rather than quarterly, by department. The PLC's are designed to support a growth mindset and provide continual professional growth and self reflection. PLC's are guided by the mantra, "Am I ready to have an honest conversation about my effectiveness?"

Teachers will continue to have a common planning period. This allows for collaboration and communication among both content related and cross curricular teachers. To assist with common planning, we have moved teachers classrooms according to their department and flagships. This allows for collaboration throughout the day , including the exchange of best practices and integrated learning.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Flagler Palm Coast High School has developed a Teacher Induction Program. Teachers that are new to FPCHS and/or have only been in the field of education for 1-3 years will take part in the program. This program will provide the teachers with supports throughout the year. Monthly meetings through the Teacher Induction Program with administration and the TSC will allow for communication and clarification of policies and procedures.

FPCHS will continue to partner with Daytona State College as we partner with the education program to mentor and train future educators. All teachers hired must be highly qualified, and will be directed towards programs that allow them to become qualified professionals in the field of education.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Teachers new to Flagler Palm Coast High School will attend a new teacher orientation at both the district and school level. The district familiarizes the new teachers with the vision, mission and guiding principles of Flagler County. They also provide a bus tour of the county so teachers get to know where their stakeholders are coming from. Flagler Palm Coast High School invites teachers that are new to the county and new to the school to participate in a New Teacher Orientation where they become familiar with FPCHS mission and guiding principles. They are given a tour of the school, introduced to administration, and professional learning on Learning Focused.

Flagler Palm Coast High School has introduced the Teacher Induction Program. Teachers that are new to FPCHS will participate in this program. All teachers in their first three years of teaching will participate in this program until they reach their fourth year as an educator. The teachers in the program will be paired with the Teacher Support Colleague (TSC). Teachers will receive specific supports depending on their years of experience in education. Supports include: coaching cycles, professional learning on Learning Focused, parent communication strategies, CHAMPS training, and many other supports necessary to be successful in the field of education. As part of the Teacher Induction Program, teachers will attend monthly meetings at both the district office and at Flagler Palm Coast High School. The Teacher Induction Program meetings will ensure teachers are successfully implementing school and district policies and procedures, as well giving them an outlet to express concerns and ask questions.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

## a. Instructional Programs

### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

FPCHS ensures the alignment of instructional programs and materials in the following ways:

At FPCHS, Florida State Standards and Florida State Assessments, the District Pupil Progression Plan, and Professional Growth opportunities are used as the framework to form an effective support system (technical, expertise, and resources) to ensure the instructional alignment needed to build the capacity for school staff and faculty members to help them understand, analyze, and develop plans to implement action steps to address instructional needs of each student toward academic progress and overall success.

FPCHS uses job-embedded professional learning to develop, monitor and adjust alignment of core instructional programs and materials to Florida standards. Collaboration occurs with the district to review and adopt new materials and develop content focus reports for all courses based on Florida Standards. There is horizontal and vertical alignment across the content areas through the involvement of the teachers in the process of developing the content focus reports.

Professional Learning Communities are utilized to monitor student growth and maintain alignment between the curriculum standards and classroom instruction. Teachers monitor student growth through effectively using formative data to build capacity for student and adult learners.

## b. Instructional Strategies

### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

The teachers at Flagler Palm Coast High School uses data to drive their instruction. Teachers are well versed in Performance Matters, a platform that houses student local and state assessments. Teachers create learning environments that are focused around student data to ensure all students are learning.

The Teacher Support Colleague will continue to work with teachers in the implementation of highly effective strategies in teacher's classrooms. District Curriculum Specialists will provide support to FSA course teachers. Flagler Palm Coast High School teachers will continue to receive professional learning on Learning Focused strategies, including how to effectively differentiate instruction.

In order to address the diverse needs of learners, FPCHS has created supported pathways for those students that need extra time and help to become proficient on their state assessments:

Algebra IA-IB - students receive a year long block class of instruction before sitting for the Algebra FSA

Informal/Formal Geometry - students receive a year long block class of instruction before sitting for geometry FSA

Intensive reading - students that are not proficient on the ELA FSA enroll in an intensive reading course to receive extra support.

In addition to scaffolding core courses, FPCHS uses a multi-tiered system of supports and interventions for students. These supports and interventions are detailed on the student's digital records which their teachers have access to.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 4,200

Targeted students receive algebra, geometry, U.S. history, and/or biology tutoring twice each week, for 60 minutes each time. Tutoring continues throughout the school year; however, the students who are targeted to receive this assistance vary according to progress monitoring data.

**Strategy Rationale**

Students that are targeted will be provided the opportunity to receive individualized instruction. This strategy may help students to make achievement gains.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Collier, Stacia, colliers@flaglerschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The team will analyze the quarterly assessments, FSA, and EOC scores of students attending Supplemental Academic Instruction.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Flagler Palm Coast High School supports students transitioning from middle to high school in several ways. First the Guidance department, along with our AP/IB Coordinator, and students go to the middle schools during their 8th grade year to promote programs and discuss the climate and culture of FPCHS. The school also holds an 8th grade showcase in May to familiarize students with the school, the programs and clubs offered, and the services available. Prior to school starting in August, incoming 8th grade students and transfer students are invited to an orientation. During the orientation the students receive their schedule, meeting instructional leaders, and are toured through campus. All incoming 9th grade students are placed in a Freshman Success course. This course prepares students for success at Flagler Palm Coast High School by familiarizing them with the guiding principles at FPCHS.

Flagler Palm Coast High School supports students transitioning from high school to higher level schooling in many ways. The school guidance counselors meet with seniors to discuss college and/or technical school applications. Students and parents are offered free FAFSA workshops throughout the year.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

FPCHS encourages students to participate in AP and IB courses. The school utilizes the AP potential report. The AP Potential Report indicates which students would benefit from these programs. FPCHS targets students that are on the AP potential list and/or were level 4 or 5 in both math and reading on previous state assessments. These students meet with community members and school personnel in the spring of each school year, to provide guidance and encouragement to sign up for Advanced Placement Courses.

Flagler Palm Coast High School offers dual enrollment opportunities for students. The school currently has articulation agreements with Daytona State College and Bethune Cookman University. Students with a 3.0 GPA have the option to take dual enrollment courses at these institutions, receiving both high school and college credits. Coming later this year, FPCHS will sign an articulation agreement with the University of Florida where eligible students will have the opportunity to take online college courses.

Flagler Palm Coast High School offers our students assessments that prepare them for both college and careers. Students have the opportunity to take the SAT and p-SAT for free at least one time in high school. The students also take the Postsecondary Education Readiness Test so students are aware of their college placement possibilities. Students are also offered the Armed Services Vocational Aptitude Battery (ASVAB) which is used to predict academic and occupational successes in the military.

FPCHS provides students with numerous course offerings in CTE that are sequentially taught and lead to industry certification. Students at Flagler Palm Coast high School have the opportunity to take career courses through both Flagler Technical Institute and Advanced Technical Center. These courses prepare students for industry certification exams, making them eligible for higher paying jobs after high school. Within the high school students may also take courses that lead to industry certification exams.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Our career and technical courses are continually being transitioned toward high demand and high wage identified career paths. Students can participate in courses on FPC's campus that lead to industry certification exams. These educational programs and their industry certifications are identified below:

Culinary Arts: ServSafe

Gaming and Simulation: Adobe Certified Associate

TV Production: Adobe Premiere Pro

Digital Design: Photoshop and Adobe Illustrator

Vet Assisting: Certified Vet Assistant

Ag use of UAS Tech: Unmanned Aircraft Systems (UAS) - Precision Agriculture Specialist

Fire Academy: EMT and Firefighter I exam

Aeronautics Academy: FAA Ground School, Small UAS Safety Certification, Visual Line of Sight System Operator

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

As a premier learning institution, FPC recognizes the importance of preparing students for college and careers. To that end FPC has partnered with Flagler Technical Institute to provide post-secondary certificate programs on the FPC campus. High school students are able to accelerate their

post-secondary education during the regular school day, and the credits they earn are transferable to FTI programs in Early Childhood Education, Landscape and Nursery Management, Electrician, HVAC, and Cosmetology. The goal is to better prepare students not only for the workforce directly, but also to assist students in preparing for further post-secondary education. Students are also encouraged to participate in STEM designed programs including college preparatory or credit bearing courses such as Advanced Placement, International Baccalaureate, or Dual Enrollment.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

As all students need a high school diploma to enter into a higher learning institution, FPC strives to help every student achieve this goal. One strategy we are using is our credit recovery program to help student achieve a 2.0 GPA and meet credit requirements.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Math FSA scores, 9th grade ELA scores, and U.S. History scores were below the state average.

Acceleration points were low and graduation rate increased by only 1%

Biology scores increased by 15 point and were above state average.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Lack of knowledge and implementation.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Flagler Palm Coast High School implements instructional supports; such as progress monitoring, PLC's, and coaching cycles in English 1 and 2 courses, then we will see an increase in ELA FSA scores.
- G2.** If Flagler Palm Coast High School offers more accelerated courses and places more students in those accelerated courses, then we will see an increase in the number of students that graduate with college credits.
- G3.** If FPCHS implements Graduate 100 program then we will see an increase in the graduation rate through the monitoring of Early Warning Indicators (EWI)
- G4.** If Flagler Palm Coast High School implements targeted supports in Geometry courses then we will see an increase in the school's geometry FSA scores.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If Flagler Palm Coast High School implements instructional supports; such as progress monitoring, PLC's, and coaching cycles in English 1 and 2 courses, then we will see an increase in ELA FSA scores.

1a

G099152

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	57.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of FSA ELA standards

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Engage NY curriculum
- District Toolkit of Resources
- Curriculum Specialist
- Teacher Support Colleague
- ELA Department Head
- Reading Department Head

**Plan to Monitor Progress Toward G1.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Robert Bossardet

**Schedule**

On 12/22/2017

**Evidence of Completion**

Meeting minutes and sign in sheet.

**Plan to Monitor Progress Toward G1.** 8

SIP Mid-Year Review

**Person Responsible**

Robert Bossardet

**Schedule**

On 4/30/2018

**Evidence of Completion**

Mid-year review in CIMS

**Plan to Monitor Progress Toward G1. 8**

State Assessment Results

**Person Responsible**

Stacia Collier

**Schedule**

On 6/29/2018

***Evidence of Completion***

Step-0 needs assessment for next year, gap analysis

**G2.** If Flagler Palm Coast High School offers more accelerated courses and places more students in those accelerated courses, then we will see an increase in the number of students that graduate with college credits. 1a

G099153

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	51.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of implementation in classes that receive an acceleration point.
- Student awareness

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- TABE
- ACT
- FTI
- Funded teacher trainings
- Industry Certification Exam vouchers
- Programs and courses leading to industry certification exams
- CTE Curriculum Specialists

**Plan to Monitor Progress Toward G2.** 8

Student Graduation Rate

**Person Responsible**

Kerri Sands

**Schedule**

Annually, from 9/1/2017 to 6/29/2018

**Evidence of Completion**

Step-0 needs assessment for next year, gap analysis

**Plan to Monitor Progress Toward G2.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Robert Bossardet

**Schedule**

On 12/22/2017

**Evidence of Completion**

Meeting minutes / sign-in sheet

**Plan to Monitor Progress Toward G2.** 8

SIP Mid-Year Review

**Person Responsible**

Robert Bossardet

**Schedule**

On 4/30/2018

***Evidence of Completion***

Mid-Year review in CIMS

**G3.** If FPCHS implements Graduate 100 program then we will see an increase in the graduation rate through the monitoring of Early Warning Indicators (EWI) **1a**

G099154

**Targets Supported** **1b**

Indicator	Annual Target
GPA above 2.0 - H.S.	81.0

**Targeted Barriers to Achieving the Goal** **3**

- Students with Early Warning Indicators

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Student Service Team Model
- Mentor Programs
- Instructional Leaders
- MTSS Interventions
- Grad 100 Lead Support
- Credit Recovery Opportunities

**Plan to Monitor Progress Toward G3.** **8**

Student Graduation Rate

**Person Responsible**

Robert Bossardet

**Schedule**

Weekly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Step-0 needs assessment for next year, gap analysis

**Plan to Monitor Progress Toward G3.** **8**

SIP Progress Monitoring Meeting

**Person Responsible**

**Schedule**

On 12/22/2017

**Evidence of Completion**

Meeting minutes / sign-in sheet

**Plan to Monitor Progress Toward G3. 8**

SIP Mid-Year Review

**Person Responsible**

Robert Bossardet

**Schedule**

On 4/27/2018

***Evidence of Completion***

Mid-Year review in CIMS

**G4.** If Flagler Palm Coast High School implements targeted supports in Geometry courses then we will see an increase in the school's geometry FSA scores. 1a

G099155

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	41.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge and implementation of Florida State Standards

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Curriculum Specialists
- Teacher Support Colleauge
- NEFEC Professional Learning
- Math Nation
- Khan Academy
- Supplemental Academic Instruction
- Schoology District Toolkit

**Plan to Monitor Progress Toward G4.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Robert Bossardet

**Schedule**

Annually, from 12/1/2017 to 5/31/2018

**Evidence of Completion**

Meeting minutes / sign-in sheet

**Plan to Monitor Progress Toward G4.** 8

SIP Mid-Year Review

**Person Responsible**

Robert Bossardet

**Schedule**

On 4/30/2018

**Evidence of Completion**

Mid-Year review in CIMS

**Plan to Monitor Progress Toward G4.** 8

State Assessment Results

**Person Responsible**

Robert Bossardet

**Schedule**

On 6/29/2018

***Evidence of Completion***

Step-0 needs assessment for next year, gap analysis

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If Flagler Palm Coast High School implements instructional supports; such as progress monitoring, PLC's, and coaching cycles in English 1 and 2 courses, then we will see an increase in ELA FSA scores. **1**

 G099152

**G1.B1** Lack of knowledge of FSA ELA standards **2**

 B266930

**G1.B1.S1** School based staff will coordinate job embedded support with district curriculum specialists.

**4**

 S282846

### Strategy Rationale

If teachers collaborate with curriculum specialists they will gain knowledge on the ELA standards.

### Action Step 1 **5**

Curriculum specialists will collaborate with English teachers to co-teach, co-plan and model exemplary lessons. Administration will meet with curriculum specialists to discuss support provided to teachers.

#### Person Responsible

Stacia Collier

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

A sign-up sheet, lessons, and feedback forms.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Curriculum Specialists will provide teachers with a calendar to sign up monthly for support

**Person Responsible**

Stacia Collier

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

Calendar sign-up will show evidence of teacher participation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teachers will collaborate with curriculum specialist to ensure Florida State Standards are being properly delivered in the classroom.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Observation of standards based lessons.

**G1.B1.S2** The district will create common quarterly assessments that will be administered by school based staff. 4

S282847

### Strategy Rationale

The data from the common quarterly assessments will allow teachers to have meaningful, data drive conversations in Professional Learning Communities.

### Action Step 1 5

Implementation of common assessments

#### Person Responsible

Robert Bossardet

#### Schedule

Quarterly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Student data

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will check gradebook for completion of common assessments in English courses.

#### Person Responsible

Stacia Collier

#### Schedule

Quarterly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Student grades for common assessments.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Common assessment data will be used in Professional Learning Communities to drive best practice conversations. Teachers will identify standards of weakness so they may readdress in the classroom.

**Person Responsible**

Stacia Collier

**Schedule**

Quarterly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Student data from common assessments.

**G1.B1.S3** Teacher support colleague will coordinate coaching cycles with ELA teachers as directed by administration. 4

 S282848

**Strategy Rationale**

The coaching cycles will provide teachers with reflective feedback so they can gain a better understanding of the FSA ELA standards.

**Action Step 1 5**

Teacher Support Colleague will collaborate with English teachers to facilitate reflective professional learning and coaching cycles as directed by administration.

**Person Responsible**

Kiera Roe

**Schedule**

Semiannually, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Data collection during in class observation and/or sign in sheets.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Teacher support colleague will observe a best practice identified during a PLC or a new instructional strategy.

**Person Responsible**

Kiera Roe

**Schedule**

Annually, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

Teacher Support Colleague will collect data during observation and provide feedback to teacher.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Teacher will administer a formative assessment after observed lesson.

**Person Responsible**

Kiera Roe

**Schedule**

***Evidence of Completion***

Teacher will complete a self reflection of lesson, looking at both data collected during observation and formative assessment data from students.

**G2.** If Flagler Palm Coast High School offers more accelerated courses and places more students in those accelerated courses, then we will see an increase in the number of students that graduate with college credits.

1

G099153

**G2.B1** Lack of knowledge of implementation in classes that receive an acceleration point. 2

B266931

**G2.B1.S1** Provide content specific Industry Certification Exam professional learning for CTE teachers.

4

S282849

### Strategy Rationale

To provide teachers, by course, with extensive knowledge on industry certification standards.

### Action Step 1 5

CTE teachers will attend content specific professional learning to gain knowledge on their standards, as scheduled by district Curriculum Specialist.

#### Person Responsible

Kerri Sands

#### Schedule

On 5/31/2018

#### Evidence of Completion

Sign-in sheet to professional learning

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will schedule professional learning and complete paperwork before attending.

#### Person Responsible

Kerri Sands

#### Schedule

Annually, from 9/1/2017 to 6/1/2018

#### Evidence of Completion

TDE completed and approved.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Teacher will complete follow-up as directed by professional learning. Teacher will conduct observation of the implementation of professional learning.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Evidence of the implementation of professional learning via walkthroughs.

**G2.B1.S2** Provide professional learning for guidance counselors on school grade calculations. 4

 S282850

**Strategy Rationale**

To provide guidance counselors with extensive knowledge why it is important that students receive acceleration points and how they receive them.

**Action Step 1** 5

Professional Learning for guidance counselors on School Data calculations

**Person Responsible**

Stacia Collier

**Schedule**

On 5/31/2018

***Evidence of Completion***

sign-up sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Identify students missing an acceleration point.

**Person Responsible**

Philip DeAugustino

**Schedule**

On 1/31/2018

***Evidence of Completion***

Spreadsheet and placement of students needing an acceleration point.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

The percent of students completing an acceleration point in the year.

**Person Responsible**

Philip DeAugustino

**Schedule**

***Evidence of Completion***

Spreadsheet of students that have completed an acceleration point by grade level.

**G3.** If FPCHS implements Graduate 100 program then we will see an increase in the graduation rate through the monitoring of Early Warning Indicators (EWI) 1

G099154

**G3.B1** Students with Early Warning Indicators 2

B266933

**G3.B1.S1** Develop a Grad 100 Program that identifies students with course failures and provides them with opportunities and supports to successfully graduate. 4

S282852

### Strategy Rationale

Grad 100 Program will allow identified students the opportunity to regain credits necessary to meet graduation requirements with their cohort.

### Action Step 1 5

Create Grad 100 Program

#### Person Responsible

Robert Bossardet

#### Schedule

On 5/31/2018

#### Evidence of Completion

A Graduate 100 committee will work together to place students in credit recovery courses.

### Action Step 2 5

Students will be attend content specific Supplemental Academic Instruction.

#### Person Responsible

Robert Bossardet

#### Schedule

On 5/31/2018

#### Evidence of Completion

Sign In Sheets

**Action Step 3** 5

Students will be directed to attend after school credit recovery opportunities .

**Person Responsible**

Robert Bossardet

**Schedule**

On 5/31/2018

**Evidence of Completion**

Academic Transcripts , Student Success Plans, Sign In Sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Teacher will provide pacing charts for online credit recovery classes

**Person Responsible**

Melissa Castaneda

**Schedule**

Daily, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Pacing charts will be used to monitor the success for each student

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Weekly checks of student success plan to address progress.

**Person Responsible**

Melissa Castaneda

**Schedule**

Weekly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

The number of students completing credit recovery courses in a timely manner.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Transcripts will be reviewed to ensure graduation requirements have been met

**Person Responsible**

David Halliday

**Schedule**

On 5/31/2018

**Evidence of Completion**

Students who fulfill all graduation requirements as outlined by the state of Florida will receive a standard high school diploma.

**G4.** If Flagler Palm Coast High School implements targeted supports in Geometry courses then we will see an increase in the school's geometry FSA scores. 1

G099155

**G4.B1** Lack of knowledge and implementation of Florida State Standards 2

B266934

**G4.B1.S1** School based staff will coordinate job embedded support with district curriculum specialists.

4

S282853

**Strategy Rationale**

If teachers collaborate with curriculum specialists they will gain knowledge on the geometry state standards.

**Action Step 1 5**

Curriculum specialists will collaborate with Geometry teachers to co-teach, co-plan and model exemplary lessons. Administration will meet with curriculum specialists to discuss support provided to teachers.

**Person Responsible**

Robert Bossardet

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

A sign-up sheet, lessons, and feedback forms.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Curriculum Specialists will provide teachers with a calendar to sign up monthly for support

**Person Responsible**

Robert Bossardet

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Calendar sign-up will show evidence of teacher participation.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

achers will collaborate with curriculum specialist to ensure Florida State Standards are being properly delivered in the classroom.

**Person Responsible**

Robert Bossardet

**Schedule**

Quarterly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Observation of standards based lessons.

**G4.B1.S2** The district will create common quarterly assessments that will be administered by school based staff. 4

 S282854

### **Strategy Rationale**

The data from the common quarterly assessments will allow teachers to have meaningful, data drive conversations in Professional Learning Communities.

### **Action Step 1** 5

Implementation of common assessments

#### **Person Responsible**

Robert Bossardet

#### **Schedule**

Daily, from 9/1/2017 to 5/31/2018

#### **Evidence of Completion**

Geometry teachers will have common formative assessment data that will be used to drive data driven conversations in department meetings.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Administration will check gradebook for completion of quarterly assessment in Geometry courses.

#### **Person Responsible**

#### **Schedule**

Quarterly, from 8/3/2017 to 5/31/2018

#### **Evidence of Completion**

Student grades for common assessments.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Common assessment data will be used in Professional Learning Communities to drive best practice conversations. Teachers will identify standards of weakness so they may readdress in the classroom.

### **Person Responsible**

Robert Bossardet

### **Schedule**

Quarterly, from 8/3/2017 to 5/31/2018

### **Evidence of Completion**

Student data from common assessments.

## G4.B1.S3 Professional Learning Communities 4

 S282855

### **Strategy Rationale**

Geometry teachers will be provided the professional opportunity to have data driven conversations.

## Action Step 1 5

Teacher Support Colleague will collaborate with English teachers to facilitate reflective professional learning and coaching cycles as directed by administration.

### **Person Responsible**

Kiera Roe

### **Schedule**

Quarterly, from 10/9/2017 to 5/31/2018

### **Evidence of Completion**

Implementation of best practices in the geometry classroom.

**Plan to Monitor Fidelity of Implementation of G4.B1.S3 6**

Teacher Support Colleague will conduct a feedback reflective coaching session with geometry teachers on the implementation of best practices and/or new instructional strategies.

**Person Responsible**

Kiera Roe

**Schedule**

Quarterly, from 10/9/2017 to 5/31/2018

**Evidence of Completion**

Teacher Support Colleague will collect data during observation and provide feedback to teacher.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7**

Teacher will administer a formative assessment after observed lesson.

**Person Responsible**

Kiera Roe

**Schedule**

Quarterly, from 10/9/2017 to 5/31/2018

**Evidence of Completion**

Teacher will complete a self reflection of lesson, looking at both data collected during observation and formative assessment data from students.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.MA1 M414772	Teachers will collaborate with curriculum specialist to ensure Florida State Standards are being...		9/1/2017	Observation of standards based lessons.	No End Date one-time
G2.B1.S1.MA1 M414781	Teacher will complete follow-up as directed by professional learning. Teacher will conduct...		No Start Date	Evidence of the implementation of professional learning via walkthroughs.	No End Date one-time
G2.B1.S2.MA1 M414783	The percent of students completing an acceleration point in the year.	DeAugustino , Philip	No Start Date	Spreadsheet of students that have completed an acceleration point by grade level.	No End Date one-time
G1.B1.S3.MA1 M414776	Teacher will administer a formative assessment after observed lesson.	Roe, Kiera	No Start Date	Teacher will complete a self reflection of lesson, looking at both data collected during observation and formative assessment data from students.	No End Date one-time
G1.MA1 M414778	SIP Progress Monitoring Meeting	Bossardet, Robert	12/4/2017	Meeting minutes and sign in sheet.	12/22/2017 one-time
G2.MA2 M414786	SIP Progress Monitoring Meeting	Bossardet, Robert	12/1/2017	Meeting minutes / sign-in sheet	12/22/2017 one-time
G3.MA2 M414792	SIP Progress Monitoring Meeting		12/1/2017	Meeting minutes / sign-in sheet	12/22/2017 one-time
G2.B1.S2.MA1 M414784	Identify students missing an acceleration point.	DeAugustino , Philip	8/1/2017	Spreadsheet and placement of students needing an acceleration point.	1/31/2018 one-time
G3.MA3 M414793	SIP Mid-Year Review	Bossardet, Robert	4/2/2018	Mid-Year review in CIMS	4/27/2018 one-time
G1.MA2 M414779	SIP Mid-Year Review	Bossardet, Robert	4/1/2018	Mid-year review in CIMS	4/30/2018 one-time
G2.MA3 M414787	SIP Mid-Year Review	Bossardet, Robert	4/2/2018	Mid-Year review in CIMS	4/30/2018 one-time
G4.MA2 M414801	SIP Mid-Year Review	Bossardet, Robert	4/2/2018	Mid-Year review in CIMS	4/30/2018 one-time
G3.MA1 M414791	Student Graduation Rate	Bossardet, Robert	9/1/2017	Step-0 needs assessment for next year, gap analysis	5/31/2018 weekly
G4.MA1 M414800	SIP Progress Monitoring Meeting	Bossardet, Robert	12/1/2017	Meeting minutes / sign-in sheet	5/31/2018 annually
G1.B1.S1.MA1 M414773	Curriculum Specialists will provide teachers with a calendar to sign up monthly for support	Collier, Stacia	9/1/2017	Calendar sign-up will show evidence of teacher participation.	5/31/2018 monthly
G1.B1.S1.A1 A381637	Curriculum specialists will collaborate with English teachers to co-teach, co-plan and model...	Collier, Stacia	9/1/2017	A sign-up sheet, lessons, and feedback forms.	5/31/2018 monthly
G2.B1.S1.A1 A381640	CTE teachers will attend content specific professional learning to gain knowledge on their...	Sands, Kerri	9/1/2017	Sign-in sheet to professional learning	5/31/2018 one-time
G3.B1.S1.MA1 M414788	Transcripts will be reviewed to ensure graduation requirements have been met	Halliday, David	9/1/2017	Students who fulfill all graduation requirements as outlined by the state of Florida will receive a standard high school diploma.	5/31/2018 one-time
G3.B1.S1.MA1 M414789	Teacher will provide pacing charts for online credit recovery classes	Castaneda, Melissa	9/1/2017	Pacing charts will be used to monitor the success for each student	5/31/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA2 M414790	Weekly checks of student success plan to address progress.	Castaneda, Melissa	9/1/2017	The number of students completing credit recovery courses in a timely manner.	5/31/2018 weekly
G3.B1.S1.A1 A381642	Create Grad 100 Program	Bossardet, Robert	9/1/2017	A Graduate 100 committee will work together to place students in credit recovery courses.	5/31/2018 one-time
G3.B1.S1.A2 A381643	Students will be attend content specific Supplemental Academic Instruction.	Bossardet, Robert	9/1/2017	Sign In Sheets	5/31/2018 one-time
G3.B1.S1.A3 A381644	Students will be directed to attend after school credit recovery opportunities .	Bossardet, Robert	9/1/2017	Academic Transcripts , Student Success Plans, Sign In Sheets	5/31/2018 one-time
G4.B1.S1.MA1 M414794	achers will collaborate with curriculum specialist to ensure Florida State Standards are being...	Bossardet, Robert	9/1/2017	Observation of standards based lessons.	5/31/2018 quarterly
G4.B1.S1.MA1 M414795	Curriculum Specialists will provide teachers with a calendar to sign up monthly for support	Bossardet, Robert	9/1/2017	Calendar sign-up will show evidence of teacher participation.	5/31/2018 monthly
G4.B1.S1.A1 A381645	Curriculum specialists will collaborate with Geometry teachers to co-teach, co-plan and model...	Bossardet, Robert	9/1/2017	A sign-up sheet, lessons, and feedback forms.	5/31/2018 monthly
G1.B1.S2.MA1 M414774	Common assessment data will be used in Professional Learning Communities to drive best practice...	Collier, Stacia	9/1/2017	Student data from common assessments.	5/31/2018 quarterly
G1.B1.S2.MA1 M414775	Administration will check gradebook for completion of common assessments in English courses.	Collier, Stacia	9/1/2017	Student grades for common assessments.	5/31/2018 quarterly
G1.B1.S2.A1 A381638	Implementation of common assessments	Bossardet, Robert	9/1/2017	Student data	5/31/2018 quarterly
G2.B1.S2.A1 A381641	Professional Learning for guidance counselors on School Data calculations	Collier, Stacia	9/1/2017	sign-up sheets	5/31/2018 one-time
G4.B1.S2.MA1 M414796	Common assessment data will be used in Professional Learning Communities to drive best practice...	Bossardet, Robert	8/3/2017	Student data from common assessments.	5/31/2018 quarterly
G4.B1.S2.MA1 M414797	Administration will check gradebook for completion of quarterly assessment in Geometry courses.		8/3/2017	Student grades for common assessments.	5/31/2018 quarterly
G4.B1.S2.A1 A381646	Implementation of common assessments	Bossardet, Robert	9/1/2017	Geometry teachers will have common formative assessment data that will be used to drive data driven conversations in department meetings.	5/31/2018 daily
G1.B1.S3.MA1 M414777	Teacher support colleague will observe a best practice identified during a PLC or a new...	Roe, Kiera	9/1/2017	Teacher Support Colleague will collect data during observation and provide feedback to teacher.	5/31/2018 annually
G1.B1.S3.A1 A381639	Teacher Support Colleague will collaborate with English teachers to facilitate reflective...	Roe, Kiera	9/1/2017	Data collection during in class observation and/or sign in sheets.	5/31/2018 semiannually
G4.B1.S3.MA1 M414798	Teacher will administer a formative assessment after observed lesson.	Roe, Kiera	10/9/2017	Teacher will complete a self reflection of lesson, looking at both data collected during observation and formative assessment data from students.	5/31/2018 quarterly
G4.B1.S3.MA1 M414799	Teacher Support Colleague will conduct a feedback reflective coaching session with geometry...	Roe, Kiera	10/9/2017	Teacher Support Colleague will collect data during observation and provide feedback to teacher.	5/31/2018 quarterly
G4.B1.S3.A1 A381647	Teacher Support Colleague will collaborate with English teachers to facilitate reflective...	Roe, Kiera	10/9/2017	Implementation of best practices in the geometry classroom.	5/31/2018 quarterly
G2.B1.S1.MA1 M414782	Teachers will schedule professional learning and complete paperwork before attending.	Sands, Kerri	9/1/2017	TDE completed and approved.	6/1/2018 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA3 M414780	State Assessment Results	Collier, Stacia	6/11/2018	Step-0 needs assessment for next year, gap analysis	6/29/2018 one-time
G2.MA1 M414785	Student Graduation Rate	Sands, Kerri	9/1/2017	Step-0 needs assessment for next year, gap analysis	6/29/2018 annually
G4.MA3 M414802	State Assessment Results	Bossardet, Robert	5/31/2018	Step-0 needs assessment for next year, gap analysis	6/29/2018 one-time

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If Flagler Palm Coast High School implements instructional supports; such as progress monitoring, PLC's, and coaching cycles in English 1 and 2 courses, then we will see an increase in ELA FSA scores.

### **G1.B1** Lack of knowledge of FSA ELA standards

**G1.B1.S2** The district will create common quarterly assessments that will be administered by school based staff.

#### **PD Opportunity 1**

Implementation of common assessments

##### **Facilitator**

Kiera Roe

##### **Participants**

ELA teachers administering quarterlies

##### **Schedule**

Quarterly, from 9/1/2017 to 5/31/2018

**G1.B1.S3** Teacher support colleague will coordinate coaching cycles with ELA teachers as directed by administration.

#### **PD Opportunity 1**

Teacher Support Colleague will collaborate with English teachers to facilitate reflective professional learning and coaching cycles as directed by administration.

##### **Facilitator**

Kiera Roe

##### **Participants**

ELA teachers

##### **Schedule**

Semiannually, from 9/1/2017 to 5/31/2018

**G2.** If Flagler Palm Coast High School offers more accelerated courses and places more students in those accelerated courses, then we will see an increase in the number of students that graduate with college credits.

**G2.B1** Lack of knowledge of implementation in classes that receive an acceleration point.

**G2.B1.S2** Provide professional learning for guidance counselors on school grade calculations.

**PD Opportunity 1**

Professional Learning for guidance counselors on School Data calculations

**Facilitator**

Chris Stefanick

**Participants**

Guidance Counselors

**Schedule**

On 5/31/2018

**G4.** If Flagler Palm Coast High School implements targeted supports in Geometry courses then we will see an increase in the school's geometry FSA scores.

**G4.B1** Lack of knowledge and implementation of Florida State Standards

**G4.B1.S2** The district will create common quarterly assessments that will be administered by school based staff.

**PD Opportunity 1**

Implementation of common assessments

**Facilitator**

Kiera Roe

**Participants**

Geometry teachers

**Schedule**

Daily, from 9/1/2017 to 5/31/2018

## G4.B1.S3 Professional Learning Communities

### PD Opportunity 1

Teacher Support Colleague will collaborate with English teachers to facilitate reflective professional learning and coaching cycles as directed by administration.

#### **Facilitator**

Kiera Roe

#### **Participants**

Geometry teachers

#### **Schedule**

Quarterly, from 10/9/2017 to 5/31/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Curriculum specialists will collaborate with English teachers to co-teach, co-plan and model exemplary lessons. Administration will meet with curriculum specialists to discuss support provided to teachers.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	130-Other Certified Instructional Personnel	0091 - Flagler Palm Coast High School			\$0.00
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Implementation of common assessments</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	120-Classroom Teachers	0091 - Flagler Palm Coast High School			\$0.00
<b>3</b>	<b>G1.B1.S3.A1</b>	<b>Teacher Support Colleague will collaborate with English teachers to facilitate reflective professional learning and coaching cycles as directed by administration.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	100-Salaries	0091 - Flagler Palm Coast High School			\$0.00
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>CTE teachers will attend content specific professional learning to gain knowledge on their standards, as scheduled by district Curriculum Specialist.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	120-Classroom Teachers	0091 - Flagler Palm Coast High School			\$0.00
<b>5</b>	<b>G2.B1.S2.A1</b>	<b>Professional Learning for guidance counselors on School Data calculations</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	130-Other Certified Instructional Personnel	0091 - Flagler Palm Coast High School			\$0.00
<b>6</b>	<b>G3.B1.S1.A1</b>	<b>Create Grad 100 Program</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	100-Salaries	0091 - Flagler Palm Coast High School			\$0.00
<b>7</b>	<b>G3.B1.S1.A2</b>	<b>Students will be attend content specific Supplemental Academic Instruction.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	0000	239-Other	0091 - Flagler Palm Coast High School			\$0.00
<b>8</b>	<b>G3.B1.S1.A3</b>	<b>Students will be directed to attend after school credit recovery opportunities .</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	0091 - Flagler Palm Coast High School			\$0.00
<b>9</b>	<b>G4.B1.S1.A1</b>	<b>Curriculum specialists will collaborate with Geometry teachers to co-teach, co-plan and model exemplary lessons.Administration will meet with curriculum specialists to discuss support provided to teachers.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	130-Other Certified Instructional Personnel	0091 - Flagler Palm Coast High School			\$0.00
<b>10</b>	<b>G4.B1.S2.A1</b>	<b>Implementation of common assessments</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	120-Classroom Teachers	0091 - Flagler Palm Coast High School			\$0.00
<b>11</b>	<b>G4.B1.S3.A1</b>	<b>Teacher Support Colleague will collaborate with English teachers to facilitate reflective professional learning and coaching cycles as directed by administration.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	120-Classroom Teachers	0091 - Flagler Palm Coast High School			\$0.00
					<b>Total:</b>	<b>\$0.00</b>